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the same day or the day following, according to the distance traveled. This trip takes one through charming mountain and river scenery, to the fisherman's paradise, the country of a thousand lakes. Return fare to Blue Sea Lake, \$3.49; intermediate points in proportion.

Boat trips may be taken down the Ottawa to Cumberland and Thurso, leaving Queen's Wharf at 4 p. m., returning the same night. Fare 50 cts., return. Also up the river through Lakes Deschenes to the Chats Falls, taking the boat at Britannia. Boats run Wednesdays and Saturdays, leaving Britannia on Wednesdays 10 a. m., returning 6.30 p. m.; and on Saturdays leaving at 1.30 p. m. and returning 7.30 p. m. Fare 50 cts. round trip from Ottawa. Boats may also be taken from Ottawa up the Rideau Canal and through the Rideau Lakes to Kingston, on Lake Ontario, leaving Ottawa at 2 p. m. and reaching Kingston 5 p. m. the following day. Fare \$3.80 single, \$6.60 return.

LAWRENCE J. BURPEE.

LOCAL COMMITTEE OTTAWA CONFERENCE

The following have been named as the local committee for the Ottawa Conference:

Charles Hopewell, Mayor of Ottawa; Controller Stewart McClenaghan; Controller R. H. Parent; Ainslie W. Greene, Chairman Library Board; Dr. Otto Klotz, President Canadian Club; F. D. Hogg, Member of Library Board; Dr. E. R. Valin, Member Library Board; Dr. A. D. De Celles, Librarian of Parliament; Dr. M. J. Griffin, Librarian of Parliament; Sir Sandford Fleming; Walter R. Nursey, Inspector of Libraries, Toronto; His Honour Judge McTavish; Dr. A. G. Doughty, Dominion Archivist; Dr. J. H. Putman, Inspector of Schools; W. J. Sykes, Librarian, Ottawa Public Library; Cecil Bethune, Secretary Board of Trade; Mrs. Adam Shortt, President Women's Canadian Club; Miss Mary S. Saxe, Librarian, Westmount Public Library; Mrs. Thomas Ahearn, President, Women's Canadian Historical Socy.; Miss

A. E. Marty, Collegiate Institute; Dr. W. J. White, Principal, Normal School; Dr. W. F. King, Dominion Astronomer; Dr. W. D. LeSueur, Royal Society; E. A. Hardy, Secretary, Ontario Library Association, Toronto; George H. Locke, Librarian, Toronto Public Library; James W. Robertson, Commission of Conservation; C. H. Gould, McGill University Library, Montreal; J. H. Grisdale, Director Dominion Experimental Farm; A. E. Fripp, M. P.; Dr. J. L. Chabot, M. P.; Dr. A. H. McDougall, Principal, Collegiate Institute; Professor W. L. Grant, Queen's University; Col. W. P. Anderson; Lawrence J. Burpee; Mrs. George E. Foster, National Council of Women; Mrs. W. B. Scarth, Aberdeen Association; Mrs. J. Lorne McDougall; Miss Evelyn Pelly; Dr. Mary Bryson; Mrs. R. L. Borden; Mrs. Clifford Sifton.

INTRODUCTORY TO PROGRAM

A program's "prosperity lies in the ear of him that hears it;" never in the pen of him that makes it. Still more surely does a program prosper by the tongue of him that discusses it.

For this cause, that the program might have every chance to be well discussed, the President wished to present to the Association, somewhat in advance of the conference, a summary of the ideas on which the program for the Ottawa conference has been based. The responsibility of the remainder of the program committee for this breach of precedent may be fully summed up by saying that they consented to indulge the President.

As the great experiments in democratic government are scarcely a century old it is not wonderful if many lacks and disappointments are felt in their results, nor that many doubts of their permanence are expressed.

One general agreement seems to prevail among critics and doubters: that is, that one absolute requisite to possible survival of democratic government lies in some form of education for every citizen, that is, in universal education.

But universal education is a new demand on civilization and the ever-increasing immensity and the complexity of the undertaking are straining earlier conceptions and methods to the breaking point.

Two prime necessities in the education of the citizens of a safe and fortunate democracy are clearly recognized: first, the development of intelligence to the point that all the enfranchized may be fit to vote with at least tolerable wisdom—education for citizenship; second, that each citizen shall acquire skill to render such service, to community or to individuals, that its proper reward shall enable him to live in comfort—education for self-support.

Writers on democracy recognize the school's responsibility for giving education to equip citizens in these two ways. The knowledge which is the foundation of such education can be imparted by teachers, can be taught in classes.

There is a third need which has not been, perhaps, so clearly recognized as of vital moment to the state, but an idea is astir in the educational air which shows that the wind sets toward it.

If the state has such need for universal education that it must be provided at public expense, it follows that education must be so derived and so adjusted that some form of it is adapted and acceptable to every type and grade of intelligence. This idea recurs in educational thought.

The allied thought is this. Most human beings live, or at least earn their bread, in submission to environment rather than in harmonious response to it. But, in decent conditions, most human beings have an overplus of capacity and energy beyond that absorbed by the vocation and, from the instinct to live to the full, they break over into voluntary activities.

Now the fact that these activities are voluntary implies that they are led by taste, and taste is a mysterious thing. It is the active agent of that inborn, indwelling, often largely unconscious "power to become" with which heredity endows every human being.

To awake, to stimulate, to develop the

power of taste is to develop the individual, the distinguishing endowment of the human being. When we do what we choose to do, because to choose gives joy, and the choices recur in a never-ending series, the process becomes one of the most potent causes, if not the most potent, in that unfolding of personality which is the end, the true end, of education.

It will be a long day before the individual taste or aptitude of each child can be discovered, stimulated and fed in the schools which a democratic government can support. As each man's rainbow is his own, so each man's lure of joy is his own, and he starts on the quest led by a gleam, never driven by a command. Taste is jealous of authority and shrinks like a very mimosa from its touch.

In the meantime, while the school struggles to see its way, perhaps to point that way, there stands a public institution the very cornerstone of whose existence is ministrations to awakened interest, is satisfaction of individual choice—the public library.

In this third need, the need of every soul to find and to follow the interests and activities which bring joy to his soul, because literature is the universal art, with gates giving outward upon all life, the library, the reservoir of all literature, may be the universal, the unfailing resource.

This, then, was the point of departure for the program: should not the library, neglecting no other known service, make very certain that it fulfills its own unique task, that is, to provide and to make known the sources of joy?

If this responsibility were accepted, if this task were consciously undertaken, would it not alter the spirit and the method of some library policies?

The topics of the program were selected with this thought in mind. There has been no wish expressed that those invited to discuss them should treat them in a sympathetic mood.

Respectfully submitted,

THERESA ELMENDORF.